DOCUMENT RESUME

ED 239 656 IR 050 622

TITLE	Library Services. Miscellaneous Papers.
INSTITUTION	International Federation of Library Associations, The Hague (Netherlands).
PUB DATE	Aug 83
NOTE	54p.; Papers presented at the Annual Conference of the International Federation of Library Associations (49th, Munich, West Germany, August 21-27, 1983).
PUB TYPE	Viewpoints (120) -- Reports - Descriptive (141) -- Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Ethnic Groups; Foreign Countries; Institutional Cooperation; *Interlibrary Loans; *International Organizations; Learning Resources Centers; Library Associations; Library Cooperation; *Library Services; *Minority Groups; *Periodicals; Public Libraries; *School Libraries
IDENTIFIERS	Editors; Europe (East); *Information Technology; International Federation of Library Associations; West Germany

ABSTRACT

Papers on library journal cooperation, interlibrary lending, library services to minorities, and school library media centers, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Co-operation between Editors of Library Journals in Socialist Countries," in which Wolfgang Korluss (East Germany) describes the development of cooperative agreements between and regularly scheduled conferences for editors of library journals in Socialist countries, and methods of cooperation, including exchange of journals, articles, and editors; (2) "The Impact of Technology on Interlibrary Lending," in which Susan K. Martin (United States) discusses traditional methods of interlibrary lending (ILL) and suggests that advances in online information retrieval, electronic publishing and delivery, telecopying, and optical disk technology will end the need for an ILL department but not the need for an ILL function; (3) "Final Report 1980-83 on the Activities of the [IFLA] Working Group on Library Services to Ethnic and Linguistic Minorities," in which M. Foster (United Kingdom) indicates different types of minorities and ways in which libraries can provide services for these people; and (4) "New Environment of Learning through School Library Media Centers in the Federal Republic of Germany," in which Andreas Papendieck (West Germany) describes the administration and services of German school libraries, including both independent libraries and those cooperating with public libraries. (ESR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED239656

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

INTERNATIONAL FEDERATION OF LIBRARY ASSOCIATIONS
General Conference, Munich, West Germany, August 21-27, 1983
Miscellaneous Papers: Library Services

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

IFLA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR050622

IFLA 1983

IFLA GENERAL CONFERENCE MUNICH 1983
Division: Education and Research
Round Table of Editors of Library Journals

119-LIBJ-1-E

The co-operation between editors of Library journals in socialist countries

by

Wolfgang KORLUSS
Editor-in-chief, "Der Bibliothekar" and
"Zentralblatt für Bibliothekswesen"
Berlin, German Democratic Republic

For internal use only:
to be brought to meeting no:
. . . . . 142 . . . . . .
Remarks:
to be presented orally ☐
for distribution only ☒ IR

The co-operation between editors of library journals in socialist countries

---

Library journals play an important role in international library co-operation since their objectives include the spreading of experiences and knowledge of colleagues of other countries. However, they do not disseminate knowledge only but they compel respect for the work of foreign librarians and influence international co-operation by their activities. If editors are aware of this fact library journals may contribute to international understanding. In this respect the international standard of a library journal, of course, depends largely on the level of the international co-operation of a country, which it is representing.

Concerning library journals of socialist countries the necessity and - at the same time - the opportunity of a close and fruitful co-operation is based upon common objectives of these countries covering all main fields of the social life and being arranged by agreements. The objectives result from political, economic, cultural-political and scientific-political goals and targets harmonizing with one another to a large degree. They are fundamentals for favourable conditions that have, however, to be organized according to their special subjects in every area, i.e. with regard to our field, editors themselves have to take care of an appropriate co-operation for everybody. This has not been an isolated development but has been closely linked to the co-operation of libraries, library associations and the governmental authorities being responsible for librarianship. Objectives and methods of the present-day co-operation between editors of library journals in socialist countries have been

developed within a period of about three decades.

Short history

Shortly after World War II had been finished meetings of editors were held for the first time and bilateral agreements were signed. Usually such meetings were organized in connection with congresses or visits. A first inventory of bilateral relationships was made in Leipzig in 1962 and proposals for a permanent co-operation of editors were submitted. Thus this meeting is considered the first congress of editors-in-chief of library journals in socialist countries. The participants were guests of the 50th anniversary of the Deutsche Bücherei. A programme covering eight items on the closer co-operation between library journals of socialist countries was submitted and discussed. Among others the programme included the exchange of periodicals, the transmission of news, the sending of programmes with interrelated subjects, the information on significant professional literature of the respective countries as well as the contacts to authors, reviewers and consultants. Methods of editors' co-operation were also put up for discussion with the organization of regular meetings of editors being special attention paid to. The absence of representatives of important editorships had of course an unfavourable effect on the meeting.

As early as 1963, on September 3, one year later another meeting of editors of library journals of socialist countries was held in Sofia (Bulgaria) organized in connection with the 29th IFLA General Conference. Anew a programme on further co-operation covering proposals similar to those of the Leipzig meeting was on the agenda. In the centre

there were questions such as how to arrange forthcoming meetings. Some guidelines were agreed upon that are still effective at present, e.g. that the editors acting as hosts will "attend to current business" till the next meeting. That means, they take down the minutes, distribute them, care for decisions taken, inform absent editors, etc. It was also agreed upon this co-operation to be a voluntary one and the autonomy of each editor concerning publications to be guaranteed. Since that meeting it has always been clear that this forum is an establishment of socialist countries' libraries.

After a longer interval the next meeting of editors of library journals of socialist countries took place on 14 February, 1969. The participants met in Warsaw and were guests of the 6th Congress of Polish librarians. Emphasis was placed on improving the co-operation between the editors and organizing the meetings of them in a regular cycle. The proposal to exchange editors in the future was approved.

At the meetings between 1962 and 1968 the aims of the co-operation between the editors and the methods how to accomplish them were specified and partly tackled. Unfortunately, now as before some circumstances prevented a regular establishment of contacts including the lack of a superior body being able to co-ordinate the activities in this field.

A new stage was initiated by the 4th Congress of editors of library journals in socialist countries held in Sofia on October 4, 1972. At this meeting special attention was paid to methods and ways for co-operating more closely and fruitfully, an aim every editor was devoted to. A procedure having proved succesful in past years and being designated as "agency-principle" was introduced. According to this

principle every editor may ask every editor of a friendly editorial staff for an article on a certain subject and, if necessary, for supplementing it by illustrations, photos, etc. This procedure has, of course, increased the amount of work for editors on the one hand, but on the other hand it has guaranteed highly proficient articles and contributions and prevented unorganized and unsystematic publications of "bidders" unknown to editors. A number of additional proposals was concerned with the forms of mutual co-operation. Relevant headway was made in the sphere of all interests concerning responsibilities and possibilities of editors themselves. But all questions institutions beyond editorships being responsible for have not been settled further on.

The status of the Conference open to question was one main reason for the next meeting to be organized not until six years after the Sofia meeting. In the meantime, however, the Conference of the heads of the departments libraries at the ministries of culture and the directors of the national libraries took up the cause of the editors and recommended at the conference in Moscow in 1977 the following: the meetings of the editors-in-chief will take place every two years, the themes, place and time of the meetings will be approved by the Conference of heads and directors. Thus the Conference of the editors was accepted as a permanent event and an adequate superior body that was able to promote and co-ordinate activities was found.

The 5th Conference was held in Schildow near Berlin from May 15 to 19, 1978. It was the first meeting for more than one day, and it was organized entirely independently. Extensive papers of all participants on the co-operation

were dealt at this meeting thus giving a survey of what had been accomplished so far since 1972. For the first time the recommendations of the Conference committed several participants to objectives that should be achieved jointly, including a photo competition and a thematic issue of the Moscow journal "Librarian" on the occasion of the 110th birthday of W.I. Lenin. There was also the new recommendation to exchange articles on certain topics - on the occasion of the Internation Year of the Child "Library work with children and young people" as well as the provisional agenda for the next conference with the main theme "Library work with children and young people reflected in library journals". Organizational reasons did not allow to hold this meeting in 1980, therefore it took place in 1979. Host of the meeting was the editorial staff of the "Librarian", Moscow. For the first time representatives of all socialist countries and at the same time all main library journals of these countries were present at this 6th Conference hold from September 11 to 14, 1979. The method to concentrate on a professional topic at the meetings came up to the participants' expectations and it was recommended for the next meeting as well.

The 7th Conference was held in Bratislava from September 7 to 9, in 1982. In addition to a professional topic the development of a future long-term planning influencing co-operation was put up for discussion. Among others, the participants decided on establishing permanent contacts to the Round Table of editors of library journals at IFLA.

Probably the next Conference will be held in Budapest in 1984.

Methods of co-operation

One of the preliminary measures taken in the 1940ies was an exchange of journals free of charge. All editors guarantee a reading over of incoming periodicals partly by editors partly by staff members being charged to do it thus securing permanent information on thematic pivots, special topics, etc. In some countries additional documentation service has been established facilitating a continuous survey of publications of other journals for the editorial staff. Furthermore, thematic programmes, if they have been prepared by editors, are exchanged. They allow an insight into the intentions of other editors and enable the staff to ask for articles of certain topics in order to contribute to gaining in topicality with regard to their own journals. Moreover, the exchange of thematic programmes is a fundamental prerequisite for a mutual co-ordination of thematic planning, i.e. if different editors intend to publish articles on similar topics the exchange of summaries or reviews will be possible.

The exchange of editors has proved very successful. During the first years a stay was mainly used to become familiar with working methods of other editors and to get a survey of the librarianships of other countries. In recent years, however, a stay was used first of all to prepare one issue of the journal being concerned with problems of the countries the editors were paying a visit to. Editors acting as hosts assisted in entering into contacts with authors, etc. It goes without saying that the value of a number being concerned with a country will be higher if it has been prepared on the very spot. The number of editors to be exchanged shall be increased during the next years since the

results of such stays have become very benefical for a great number of colleagues concerned.

Since the beginning of the 1970ies there has been a continuous exchange of articles. It has proved favourable not to exchange articles on any topics but articles on selected themes. The procedure is a simple one: - an editor asks another editor for an article on a certain topic, this editor speaks to an author known to him, will get the contribution and send it to the editor. On principle, every editorship is a press agency for the other editors. Experiences drawn from this procedure have shown that the ordered contributions were at an especially high level if the "orderer" had specified his expectations with regard to the article. The exchange of articles is limited to a certain degree since it affords a relatively high expenditure of work and organization. In recent years attempts were made directed at exchanging short news and information regularly. At the moment a method is being looked for of passing such short information efficiently and continuously on to other editors, maybe in form of an information bulletin.

Similar social and political aspects in socialist countries result, of course, in a simultaneous emergence of problems, objectives and programmes. This also holds true for library systems. A thought that suggests itself is mutual exchange and discussions on working methods and procedures on international scale. For example, an exchange of experience on "Library work with children and young people" was agreed upon by editors. The editors of the journals "Librarian", Moscow; "Čitatel", Martin; "Čtenář", Prague; "The Librarian", Berlin organized an international photo

competition in 1978 in co-operation with photo journals. Although it required a relatively high expenditure the participating editors were pleased since a great number of people took part in it. Another method that has been tested is a joint publication of one number on a special occasion. Theeditors issued jointly the monothematic number of the Soviet periodical "Librarian" on the occasion of the 110th birthday of W.I. Lenin.

We may not disregard that the great variety of objectives also presents difficulties, mainly with regard to the increased labour expended. Nevertheless, it is worth doing as editors always emphasize.

Perspectives

We hope that co-operation between editors will develop in future years benefically as well. On the basis of long-term programmes relationships will become more systematic and regular thus exploring a number of new opportunities. No doubt that the developing relationship between the libraries of socialist countries will be of great significance for library journals because the results of this co-operation will be reflected in the journals.

The editors intend to expand the exchange of articles with articles being concentrated to a larger extent on the interests of the respective journal. In this respect higher demands will be put on authors who will have not to involve their own experiences and knowledge only but to consider the standard of development of the country they are writing for.

The exchange of news and information will be improved. The method to do it will have to be discussed. But the

benefit of such an exchange, including information on important persons, is obvious to everybody.

In the next years the exchange of experiences and views concerning cert in professional themes will be developed as well. In this connection controversies should play a greater role. First experience has shown that there is a great number of themes that all countries concerned are interested in.

Finally, certain joint events will be organized including another photo competition in the near future. A joint issue publications on special occasion has also been taken into consideration. In addition competitions were possible at which authors of highly-qualified articels could be awarded, etc. Mention must be made of the fact that funding for the co-operation between editors is granted by the financing authorities, usually publishing houses or national libraries, of the journals.

Last not least the standard of co-operation is determined by the will and the readiness of the editors concerned. In the past decades friendly relations had been developed among editors having a favourable effect on the development of further co-operation.

IFLA GENERAL CONFERENCE MUNICH 1983

Division: COLLECTION AND SERVICES

Section: INTERLENDING

122-IL-1-E

THE IMPACT OF TECHNOLOGY ON INTERLIBRARY LENDING

by

Susan K. MARTIN, Director

The Milton S. Eisenhower Library
Baltimore, Maryland 21218

For internal use only:
to be brought to meeting no:
. . . . . 110 . . . . .
Remarks:
to be presented orally ☒
for distribution only ☐

THE IMPACT OF TECHNOLOGY ON INTERLIBRARY LENDING

The pace of technological change in our lives is increasing, forcing us either to fit old systems and procedures into the technology, like stuffing a suitcase shut, or to change library functions to match the technology. With applications such as circulation and cataloging, the latter has occurred over a period of years, in such a way that the circulation and cataloging departments of today hardly resemble the departments of fifteen years ago.

Change is less evident in interlibrary loan. Certainly there are computer terminals, and often telefacsimile devices in interlibrary lending departments. But much is still based on traditional procedures. Paper files are kept; TELEX machines noisily print messages. To see what kinds of changes may be wrought by information technologies, an overview of the organizational impact of ILL may be useful.

The Traditional Interlending

As Maurice Line said recently, extensive resource sharing in libraries is a phenomenon of the past three decades. The typical hierarchical structure of the library appends an interlibrary loan unit, somewhere usually to the reference department. Especially in larger libraries, these units were intended to fill requests for loans; they were not perceived as integral parts of the library structure.

Interlibrary lending and borrowing have both been labor-intensive operations, and continue to be so even with the addition of on-line bibliographic data bases. Although the request for a book reaches the lending library rapidly, the staff then must verify that the book is owned, that it is on the shelf, that it circulates. They check the book out, and must wrap it sufficently to prevent damage in transit. In a typical U.S. academic library, this process involves at least the Interlibrary Loan Department, the Circulation Department, and the mail room. If the citation is unclear, the Reference Department may be asked for assistance. When the book returns, the Interlibrary Loan and Circulation Departments once again must spend time clearing the records and reshelving the book.

On the other hand, the borrowing library may have to spend time verifying the citation, determining which library has the desired book, sending the request, and notifying the patron.

For lenders and borrowers alike, the system is costly. Lenders derive no benefit from the transaction. Less than ten years ago, large libraries began to charge for interlibrary loans; at that time the cost was estimated to be $8-10 per request. A large library receiving many requests could find itself with an ILL Department with a budget of $150,000 or more -- mostly devoted to serving other libraries' patrons. Especially in times of austerity, this concept is grating for the librarian who cannot make the budget stretch to serve

his own patrons. Many libraries in the U.S. now charge for interlibrary loan; the borrowing library has the choice of absorbing the cost or charging the individual.

In any one library, the portion of circulations which results from interlibrary borrowing is a very small segment. Several U.S. libraries report their interlibrary borrowing to be less than 3% of all circulations; these libraries are likely to be representative of most academic libraries. The cost and labor-intensity of the activity are out of proportion to the services rendered, although, as we shall see, technological innovations are improving interlending and even beginning to bypass the existing library structure.

Societal Factors Affecting ILL

Resource-sharing is the ultimate word these days. Librarians have admitted that even large libraries cannot be self-sufficient, and resource sharing has been invented to fill the void until the appearance of technologically oriented solutions to information collection and dissemination. For the most part, resource sharing is "sound and fury, signifying nothing." Librarians tell their superiors that they engage in resource sharing, because it sounds good, frugal, and beneficial for the institution. When librarians tell users that they can borrow from other libraries, however, many users turn away. They cannot be bothered, they cannot wait, or they can find a substitute book in the library or in a nearby bookshop.

So resource sharing may carry little meaning, but inflation does make itself known worldwide. We librarians are dealing with inflating costs for books, journals, and staff. If we don't share resources, we limit, by definition, the amount of current information made available to our patrons. Although general inflation is subsiding in the U.S., books still cost ever more. With great lack of originality, I can only repeat that our purchasing power has diminished significantly.

At the same time, technological developments are suddenly making interlibrary loan -- or resource sharing -- somewhat easier. Indeed, our systems of bibliographic access are improving while the systems of document delivery remain the same or even decline. We have rapid access to millions of bibliographic citations. Within two years we will access full text data bases and information on optical disk. As libraries convert their catalogs retrospectively, it will become ever easier to locate information. More than ever, we entice our users to hurry up, only to wait. The technology of our bibliographic systems has far outpaced the capacity of our document delivery systems.

Only electronic documents and optical disk technologies can help to resolve this predicament. To be quite realistic, it will not be possible for the post office, airlines, or buses to delivery information as rapidly as we request it. Our users already have computer terminals and microcomputers, and they also are able to access electronic publications.

Technology and Interlibrary Lending

Many have said that information technologies will flatten the structure of the library organization. What does this mean for interlibrary loan, a stepchild almost from the beginning?

Some ILL functions will remain as they are, just as the TELEX, the typewriter, and the postal service. But most functions which have been within the purview of interlibrary loan will move: to collection development, reference, acquisitions, or circulation.

Now, for example, the Reference Department carries out information retrieval searches. Why should they not also search for full text articles, as they become available on-line? If they do, the patron will no longer need to request an interlibrary loan transaction. The Reference Desk will complete the entire process, without requesting a loan or a photocopy from another library.

On-line information retrieval has been greatly enhanced by the implementation of ordering, or document delivery, systems such as DIALOG's DIALORDER. More like a message switching system than a bibliographic system, documents can be ordered from suppliers whether or not the bibliographic data are represented in the on-line data base. For example, a vendor can establish an account without loading data into the system; the customers of the information retrieval service are advised that they are now able to order from that vendor, using the system's messaging capabilities.

The capability to order directly from document suppliers is not trivial. As with direct ordering from book jobbers, libraries may find considerable savings in staff time in processing requests and keeping track of fund accounting. The simplicity of a single nationwide periodicals service is lacking, however. Although document suppliers are using a single communications vehicle for receiving orders (usually telephone connections), the resemblance ends there. Not all publishers are suppliers, not all suppliers are publishers, and the confusion expands to fill the available possibilities. In addition, the reference systems' ordering functions may suffer from "hurry up and wait" problems similar to those of their library customers, although these suppliers are likely to use more technologically innovative ways of delivering information.

Electronic Publishing and Delivery

Rapid developments can be seen in the areas of electronic publishing and delivery of full text in computer-readable form. By the end of this year, dozens of journals will be available in electronic form, either in addition to hard copy or instead of hard copy.

Several issues require resolution in the use of electronic publications as a substitute for interlibrary lending. The cost of the systems is an obvious barrier. In England, the International Research Communication System (IRCS) has calculated that it will cost $50 per connect hour to consult their files, while experts in the U.S.

have estimated that journal articles provided on-line will cost at least $5 per article, far more than most people now pay to read journals. If the journal is provided in hard copy, "traditional" access is available. However, if the journal is only in electronic form, readers will be faced with a charge for each use. An economic structure such as this can be harmful not only to library users but also to publishers, who may earn less from systems which rely on demand for specific articles as opposed to the earnings based on the journal as a package.

Another concern is the capacity of current electronic distribution to handle nontext information such as graphs, photos, tables and illustrations, not to mention any advertising matter. Elsevier has considered annotating electronic publications with references to deleted nontextual material, and establishing a document delivery service to allow users to request the complete work if desired.

Telecopying

An old (relatively speaking) and unsophisticated means of document delivery is telecopying, or telefacsimile. It lacks the glamor of on-line systems, and assuredly lacks the cost. But it no longer takes five or six minutes to transmit a page; with the group III copiers transmission may be well under one minute. Not only that, it is no longer necessary to wrap each page to be copied around a roller--that's the technology of a decade ago. Now a library can receive requests for photocopies, locate the material, and transmit the

item that day or evening. And the requesting library will receive it that day or the following morning.

An exciting interaction of existing technologies provides libraries and patrons with yet more flexibility than has been available in the past. Instead of transmitting an article or document to another telecopier at a remote location, it is now possible for a library to transmit the data to a computer file, to be retrieved at another time either by the library or directly by the user. One can easily imagine a faculty member requesting an article from another location, and asking the library to have the copy sent in machine-readable form directly to his computer account for further processing.

Does this tecnology solve the "hurry up and wait" problem? Only partially. First, unless one uses the computer interface, there must be someone on the receiving end with a compatible telecopier. In the U.S., most libraries don't own or lease them, with the exception of such major projects as tht run by the Pacific Northwest Bibliographic Center, or a consortium of medical libraries in central Texas. Second, telecopying is best for those items which you would normally photocopy, such as journal articles. It would be incredibly time-consuming and possibly illegal to transmit the contents of an entire book. Third, it is still necessary to photocopy the pages first to prepare them for telefacsimile. The technology has not yet been developed to allow a two-page spread of a book to be placed on the face

of a copier and then transmitted. Therefore, telecopying helps the document delivery process, but represents only part of the ideal solution.

Issues

In the discussion of interlibrary loan and document delivery, certain questions are sometimes asked but never resolved. These questions are important ones. For example, how quickly does anyone (or everyone) really need information--information that is in machine-readable form, or bibliographic records, abstracts, indexing information? The answer probably varies, depending upon the person. We are now accustomed to systems which deliver information in seconds or minutes. We could probably wait half a day or one day, but our patience and expectation levels have changed by using technology, so we now say that we need it now! My guess is that usually people don't need the answer to a bibliographic question ("where" and "what") immediately, but our society has persuaded them that they do.

The next question is more important, especially since we have yet to solve all the economic and logistical problems. How quickly does anyone need the document itself? Does it matter that we hurry up and wait? I think that usually it doesn't. In some cases of research or

technology, there may be an urgent need. The student always needs the document yesterday, for the term paper due tomorrow. Most other scholars can wait; if they truly cannot wait, the librarian should consider buying the work, since it may be of significance for that group of library users.

If my hypothesis is correct, that most users do not need the material immediately, we must look at our delivery systems rather differently. The speed of access to information is a by-product of the technologies available to us, rather than a representation of actual requirements. As long as access is not economically harmful, we can accept and enjoy the speed. But we must simultaneously ask ourselves whether the price is worth the extra effort to gain speed in document delivery. A library may wish to establish tow levels of delivery: normal speed (a few days) and rapid (from instantaneous to 24 hours). The user should be asked to pay a premium for rapid delivery, eliminating the syndrome whereby everything is "rush."

Dealing with Optical Disc

Easily the most publicized new technology, optical disc is evolving so rapidly that my comments may already be out of date. Optical disc is assumed to be the successor of microform, in terms of preservation of print material. It is also expected to be a medium for

publication of lesser-demand scholarly journals. Information can be recorded on optical disc in either analog or digital form; both can be indexed and searched.

Although little discussion has occurred about the interaction among libraries when they have information on optical discs, I assume that such interaction will occur, probably within two to three years, and that it will be possible for libraries to "deliver" documents quickly if they are already stored on disc. Legal and business questions will be resolved with relative ease, possibly by using existing policies and extrapolating their logic.

Optical disc as used by suppliers, as with the now defunct Adonis project, present different issues. It is likely that libraries will become customers of commercial optical disc systems, just as they are now customers of information retrieval systems. The document delivery will be rapid; the economics will be problematic; the range of possible information sources will complicate the library's reference and ILL structure. Services such as DIALOG and ORBIT will evolve, selling information on disc. A library, in this case, may subscribe to one or more of these services. The increased availability of information will be incredibly useful--a major step forward. However, the problems which may arise are worrisome. The existence of more than one system may mean that libraries will need more than one type of equipment. The question of subsidization of services will become even more complicated.

Computer Data and Optical Discs

With new technologies, we are concerned with the now fairly standard computer-readable data, as well as the optical disc medium yet to be fully implemented in libraries. The most striking similarity between the two technologies is the ease of, and even the necessity for, printing hard copy for users to take away and read at their leisure. Some believe that this printing may be systematic copying, forbidden in the U.S. by the copyright law.

Although guidelines exist to discourage systematic copying of print materials, the nature of machine-readable information on both magnetic and optical discs, as well as our copying technologies, requires us to reexamine the systems of payment for a work by a library and for a copy by a user.

Is the copyright concept obsolete, or at least obsolescent? I ask this question within the framework of the principle of reimbursement for creativity. It is possible that copyright worked well for print materials before the advent of the photocopier, and that it has been modified to perform adequately with the photocopier. But it is simply is not able to comprehend the changes in information transfer wrought by the computer.

How will electronic journals be affected? Electronic journals are already in existence. Elsevier intends to charge for the use of its electronic journals in a manner similar to that used by online

search services--by the connect hour. Will electronic publishing force libraries away from interlibrary lending, providing access to otherwise costly journals with payment only on the basis of use? If so, will the library pay for the service, or will the user pay for the specific article? If the user pays for the specific article, will the user then wish to access the data base directly, without the library as intermediary? What will happen in this case to the traditional library and the traditional publisher?

Optical disc readers will be available either for purchase by libraries or for search and display like a bibliographic data base at remote locations. In either case, ILL functions will change. The decision to use a particular online service is usually that of the reference department, not the interlibrary loan unit. Since access to optical disc may replace purchase of material, collection development specialists may enter the picture. After all, how will libraries pay for optical disc information? It would be possible to monitor the use of machine-readable information, and with a computer program designed to count activity, identify copyrighted versus noncopyrighted materials and prepare and invoice to either an individual or an institution.

Optical disc files appropriate for centralized commercial distribution also lend themselves well to resource sharing. Suppose, for example, that full optical disc equipment for a single library is excessively expensive, but a group of libraries could share a single source file with one or more terminals in each library. The

librarians would have to devise a fair scheme of payment both to libraries and suppliers, at the same time coping with the question of whether or not to subsidize users' access to these materials.

As you think through some of the concepts behind an increasingly technological information base, some new and frightening possibilities become obvious. As an example, if a computer can count the number of pages copied and provide an invoice, so it can count the number of pages viewed and provide a corresponding invoice. Paid access as well as paid copying seems a rather insidious concept. Access to material in a library without copying, in most places, has not been considered infringement of copyright, and is within the realm of the free library. A user can go to the shelf, pick out a book, read the book, even take it out of the library, without presenting legal or economic problems.

Will this approach to library use change with technological innovations? That is, if a user consults a local optical disk file with only a video display terminal, the resulting soft copy might be free of charge. However, accessing a remote file through interlibrary loan, an online file through reference, or even another library's file in the resource sharing context will certainly incur telecommunications costs, and a request to print an article will result in added costs which may include royalties.

To fully accommodate the concepts I have mentioned, libraries need to convert their catalogs to compouter-readable form, and documents must gradually be made electronically available. A few years ago, we thought retrospective conversion of the bibliographic appartus of most libraries would be impossible. Now we know that it is possible, and many of us are in the process of doing it!

Interlibrary loan

But what, ultimately, is the impact of the various technologies on interlibrary lending? ILL, as a function, will remain, although fewer individual institutions and more commercial ventures will be involved in the process of locating and delivering documents.

Most importantly, ILL as a department of a library will no longer need to exist. Its current operations will be handled by reference, acquisitions, collection development, and circulation. The stepchild of the library will be absorbed into the appropriate line functions. Users in the library and at other locations will receive better, faster service, and the library will use instead the rapidly developing electronic media to ensure fast delivery of documents and information.

But ILL will not disappear. The knowledge and skills of today's interlibrary loan librarians will be increasingly needed in other areas of the library. If information systems are truly becoming more

complex, and I believe that they are, people will need information professionals like the ILL librarians to sort through the available services, costs, and capabilities. After all, we represent the profession which focuses entirely upon the gathering and distribution of information. At the front end, we must deal with all kinds of suppliers and every format; at the other side, we work with all kinds of users and their demands. Because ILL and reference librarians spend their days in this endeavor, their ability to identify the right information source is by definition more skilled than those of users who access information sources less frequently.

This year, and perhaps even this decade, we are witnessing a society enamored of technology, computers, video games, information systems, and other things that sparkle, cost a lot of money, and take time to master. The information jigsaw puzzle which our society is putting together is complex indeed; the average user will soon grow impatient with the need to learn different query languages, work with different keyboards, and in other ways take him from his daily pursuits.

The interlibrary document delivery structure is an important part of the jigsaw puzzle. Our task is to design the next pieces of the puzzle to incorporate both rapid delivery and the "hurry up and wait" delivery, into a smoothly flowing communication channel which provides the appropriate amount and type of information at an affordable cost,

with acceptable speed. This is the challenge for interlibrary resource sharing and the development of information resources, well into the next century.

IFLA 1983

IFLA GENERAL CONFERENCE MUNICH 1983

Division:

Section: RT on Library Services to Ethnic and Lingustic Minorities

108-ETHN-1-E

Final Report 1980-83 on the activities of the Working Group on Library Services to Ethnic and Linguistic Minorities

by

FOSTER M., Librarian,
Commonwealth Institute, London, U.K

For internal use only:
to be brought to meeting no:
..... 188 .....
Remarks:
to be presented orally [X]
for distribution only [ ]

IFLA: WORKING GROUP ON LIBRARY SERVICES TO ETHNIC & LINGUISTIC MINORITIES
Final Report 1980-1983

INTRODUCTION

I am honoured to be asked to present the Final Report of the Working Group on Library Services to Ethnic and Linguistic Minorities, and I wish to thank the Chairman of the Division of Libraries Serving the General Public, M. J. Daugberg, for this opportunity to do so, and for his continued support of the Working Group throughout its existence. I would also thank Mr. Flemming Ettrup, Secretary of the Section of Public Libraries, for his support of the Working Group.

Although the history of library services to ethnic and linguistic minorities goes back nearly one hundred years, significant progress in this field occurred only after the Second World War and came into more prominence as a field for discussions among librarians in the 1970's, probably as the result of large-scale movements of population during the 1950's and 1960's. Despite an awakening of interest in this field of librarianship, the number of librarians involved directly in it remained small and the need for the sharing of information and experience between these librarians became more pressing.

Through informal contacts a small network of about twenty librarians was formed and some were able to meet during the 43rd Meeting of IFLA in Brussels in 1977. Here it was agreed that a more formal body within IFLA was needed for this particular service of librarians and in August 1979 a pre-seminar meeting of IFLA supported by Unesco was held on Public Library Services in Lund, Sweden, at which Jes Pederson, Library Adviser of the Danish State Inspection of Public Libraries, presented a paper on library services to linguistic minorities and appealed to the participants to submit a resolution requesting the formation within IFLA of a formal body concerned with such services.

The Professional Board of IFLA allowed in April 1980 the setting up of the Working Group on Library Services to Ethnic and Linguistic Minorities under the Section of Public Libraries. Four members were appointed: Miklos Gulyas of the Statens Kulturrad, Sweden; Benedikte Kragh-Schwarz of the Gentofte Kommunebibliotek, Denmark; Gyula Kertèsz of the State Gorkij Library, Hungary; and Marie Zielinska, Chief of the Multilingual Biblioservice of the National Library of Canada.

WORKING GROUP MANDATE

The Mandate given to the Working Group was as follows, briefly:

* Library services should enable ethnic minority groups to maintain their links with their linguistic and cultural backgrounds
* Special consideration should be given to the supply of appropriate material for children of immigrants with their very specific needs, and who were in particular need of help by the public libraries.
* In achieving the above objectives, the Working Group should identify or establish a forum of communication to enable exchange and dissemination of information on the present state of the art and on new initiatives in various countries
* The Working Group should discuss problems of the supply of library materials, both printed and audio-visual, with particular emphasis on those for children, and this could include investigation into the organisation of publishing and book trade in various countries, exchange of bibliographical information, co-operative acquisition etc.
* The mandate to the Working Group was for three years, with a final report expected at the 49th Council and General Council Meeting in Munich in 1983

MEETINGS & WORK PROGRESS

Because of the difficulties of communication by correspondence, only slow but gradual progress was made in the work of the Group. By the time of the first open meeting held at the Leipzig IFLA Conference in August 1980, only thirteen people had responded to letters requesting information about services in their countries and for information on their own activities. A successful meeting was nevertheless held and a lively discussion followed a report by Marie Zielinska, during which a number of priorities were identified for the work of the next year. Among these were:

1. The identification of common problems
2. The need for a journal or newsletter
3. The possibilities of setting up a clearing-house for publications and information
4. The establishment of a relationship with BOTNAC over the international supply of books in minority languages
5. The need to investigate the publishing industry and to encourage the supply of biographical information on suitable books, possibly to be carried out by a national library association
6. The need for the promotion of courses on library services for ethnic and linguistic minorities in the curricula of library schools

The first open business meeting had been held under the auspices of the Section of Public Libraries. But representation had been made that other libraries besides public libraries were interested in this field. Because of this the second open business meeting was held under the auspices of the Division of Libraries Serving the General Public at the Montreal meeting of IFLA in August 1982. The meeting was a great success and was attended by about 140 people. The keynote address was given by Mr. Leonard Wertheimer, formerly Languages Co-ordinator at the Metropolitan Toronto Library Board, and an acknowledged expert and pioneer in the field. Mr. Wertheimer defined minorities as linguistic, religious or cultural entities within a territory occupied by a majority group with different characteristics, but went on to limit his topic by talking of library services to immigrants and their descendants and of library services to migrant workers. Mr. Wertheimer showed that each group has specific different needs and that, as part of the citizenry of each country, each has a claim to services which will meet those needs.

Marie Zielinska followed his paper with a report on the year's work and pointed to three important areas needing attention:

1. To explore the possibilities of setting up a clearing-house for publications and research information
2. To explore the possibilities of setting up a regular forum of communication
3. To continue the search for corresponding members from countries other than those which had already responded in order to ensure as wide a flow of information from as many parts of the world as possible.

Her report noted possible sites which had been partially investigated for the setting up of a clearing-house, but as no decision had been possible on these and there was no time for discussion at the meeting, the Chairman, Mr. J. Daugbjerg, suggested that further investigation should be carried out by a questionnaire. The possibility of providing access to the IFLA Journal had also been investigated and corresponding members were requested to send news of services and current information to Mrs Benedikte Kragh-Schwarz. A table display of publications on library services and of bibliographies and book lists of publications collected for use in library services to ethnic and linguistic minorities was provided at this open meeting.

PROGRESSION TO ROUND TABLE STATUS

Because of the difficulties of carrying on business by correspondence, and the time lag that this entailed, Marie Zielinska had called for the transformation of the Working Group into a Round Table to enable the work to continue after the three

year period and to make possible the realisation of the objectives of the Group. In April 1983 it was announced that the Professional Board had agreed to the establishment of A Round Table on Ethnic and Linguistic Minorities to be established in the Division of Libraries Serving the General Public. This news was welcomed by members of the Working Group. A little before this Michael Foster of the Commonwealth Institute, London and Radha Rasmussen of Monash University, Australia, were asked to join the Working Group.

I should now like to express some of the working criteria of the new Round Table, to indicate some of the achievements to date and to note possible future projects of the Round Table.

DEFINITIONS

It seemed important to the Working Group to define further the minorities for whom library services were envisaged, somewhat in line with the distinctions made in Leonard Wertheimer's paper to the second open meeting in Montreal, in view of the need for different approaches, and in some cases different services or levels of service, according to their various needs.

1. Domestic minorities

   These were defined as minorities of ethnicity, language, culture or religion whose long-term establishment within the population has been achnowledged in the culture and constitution of the country and for whom, in some cases, statutory provision has been made in order to preserve their distinctness. Many of these minorities will have been brought about by changes of territorial boundary (e.g. German speakers in Jutland, Welsh speakers in Britain, French speakers in Canada) or by the imposition of a colonial language.

2. Traditional minorities

   By this is meant minorities other than linguistic (though this element can also be included) with a persistent cultural, political or religious basis. In many cases these minorities will have been long established in their host countries and may in some cases be partially or apparently entirely integrated with the host population, though in other cases may be identifiably separate through nomadic or other ways of life. Many of them will have arrived in their host countries some considerable time in the past and have left their original homes to escape religious, political or racial prejudice or economic repression. Examples of these might be the Gypsies or Romany people, the Jewish people, the Irish and Scottish, and the Armenians and Poles, though many other examples could be given.

3. Long-established multi-lingual countries of immigration

Certain countries of colonization such as Australia, Canada, Argentine, the United States, for instance, have experienced a long history of immigration, mainly throughout the last two hundred years. In many cases migration to them is still continuing. In many of these countries there is a great multiplicity of linguistic minorities, many of whom will have cultural and religious distinctions also. Because of the likelihood of a high number of minorities, and the fact that some have been settled for many years and may be well integrated, whereas others are of recent origin in the country, the minorities in these countries will probably have some special needs not experienced in other countries.

4. Countries which have experienced slave-importation or large-scale movements of workers in the past

In some countries the imported slaves or workers may well have become the majority of the population, as in the British West Indies. They may also have had colonial languages imposed upon them and may still suffer the effects of trauma of enforced labour. Other parts of the population, the indigenous people of the country, may now form the minorities within that country, and also suffer, or benefit, from an imposed colonial language. In some countries (for instance in Trinidad and Tobago in the West Indies) several different ethnic groups have in the past been imported into the island at various times, some of whom now constitute the majority, others an increasingly large minority and yet others distinct minorities. In many countries like these, as part of the rule of slavery, the people may have experienced cultural genocide, and there may now be a strong desire to learn about their cultural origins and to re-learn lost languages and philosophies.

5. Countries of recent immigration

In many developed countries there has been a recent large-scale influx of migrants from the developing world. Most of these migrants will have moved to another country for economic reasons, though there may also be reasons of persecution, either political, religious or racial, alongside these. In consideration of the kinds of library service needed for these migrants, it is useful to subdivide this group into:

1 the most recently arrived
2 the second generation
3 third and subsequent generations

In the first category will be many of the less well-educated from their countries of origin (though there will be a small number of professional and skilled immigrants as well). In many cases they will initially speak only

their mother tongue, though they will begin to learn the language of the host country shortly after arrival. Skills in the host country's language will, however, be limited and variable.

The second generation is likely to be bi-lingual, their reading ability may be limited to only one of their languages and even their spoken facility in their parents' language may be limited.

The third generation of immigrants may be entirely integrated into the population of the host country and may no longer understand or write the language of their forebears. However, this will vary considerably between cultures, some of which are more persistent than others and some of whose members are concerned to keep alive their languages which are often the embodiment of their cultures, their literatures and their religions. In this generation there may well be the need to learn their forebears' language artificially and to learn about their cultural origins other than through their parents' teaching.

6. Guest workers

Many guest workers (as distinct from immigrants) intend to return to their country of origin after working in the host country and saving money for their return. In most cases their migration has been caused by economic reasons and they may support families and relatives in their countries of origin throughout their stay. Because of their intention of returning and because of their continued links with families in the country of origin, it is essential that they are able to continue to maintain links with that country far more closely that immigrants would do. They will probably make frequent returns to their countries for visits.

Depending on the economic and political state of things in their country of origin, some of these guest workers may in time wish to stay on as permanent settlers and may marry partners from the host country.

7. Refugees

Whereas immigrants and guest workers' main motive for migration will be economic, most refugees will be fleeing from political, religious or racial persecution. Some will have the intention of returning when things have changed in their countries of origin, though the likelihood of this will vary. Because refugees are often in conflict with the accepted views of their own countries, extra care has to be taken in the supply of library materials in their languages, as many publications originating in their own countries will be unacceptable to refugees. Other sources, possibly other countries which

have acted as hosts to refugees from the same country, will have to be explored to provide appropriate materials for the minorities.

There may also be conflicting communities from the same country of origin, and it may be necessary to resist pressures to supply certain kinds of materials from the stronger of these conflicting communities. There will be an absolute necessity to consult closely with a wide range of members of the communities of refugees in order to avoid this kind of conflict.

IDENTIFICATION OF MINORITY COMMUNITIES

Having identified some of the minorities for whom library services might be envisaged, the Working Group is strongly of the opinion that the first step for any librarian is to identify exactly, as far as is possible, the nature of the minorities to be served within his community. Not only must the minorities be identified, but communication must be established with a variety of people within each minority so that the next step can take place.[1]

Once the nature and number of the minorities within a community has been established, and contact made with members of the minorities, the next priority is to identify their differing needs. For instance, one may discover that the language of origin is being spoken widely, but that some of the group are illiterate, others have limited or moderate reading ability in that language but only very basic language skills in the language of the host country, and yet others will be literate both in their own language and in that of the host country. The provision of reading matter, either in their own language or that of the host country, may therefore be only partially successful in meeting the needs of the group, and other means of communication, such as audio-visual materials and recordings may be required.

ADVICE FROM MINORITY COMMUNITIES

It is most important to obtain advice initially from within the minority group on the selection of library materials for them. It is rarely that someone outside the group will have sufficient knowledge of their needs to be more than superficially helpful in this respect, though social workers, advisory workers and teachers may be well informed. Literate, well-read, well-educated persons, professionals, religious and other social leaders within the community are most likely to be helpful, though the possibility that their qualifications may have distanced them from their people should be borne in mind. Identification of social meeting places can also be advantageous, as it may be desirable initially to provide library materials in these places, rather than expect minorities to use recognised library buildings, of which they may have had little experience.

[1] Peter Jordan and Ed Walley Learning about the community: a guide for public librarians. Leeds Polytechnic, 1977

COMMUNITY PUBLICATIONS

One of the primary needs of minority communities is that of obtaining information about events and people in the community and in their countries of origin. For this reason, many minority communities have newsletters, journals, leaflets about community events and a variety of other communications quite early-on in their establishment. It is essential that the library service obtains and makes available copies of these, and also that any publications mentioned in them are bought. Any pamphlets, booklets, or literature published within the community should also be purchased.

LEVELS OF LITERACY & INTEREST

I have been stressing the importance of identifying the needs of the minority community first, when to some it would seem more natural, and easier, to find out what is being published in the country of origin of the minority and to provide some of these materials. However, the hazards of doing this before an identification of the needs of the community has taken place are twofold. Firstly, the assumption is made that members of the community can read their own language, which is not always true. Secondly, people's interests and requirements change according to the circumstances in which they find themselves, and books published in their countries of origin may not necessarily be their primary need. Before the librarian has established contact with the community, any specialist booksellers should also be treated with caution as there has been some experience of dealers selling the library all the books they cannot otherwise sell.

IDENTIFICATION OF MATERIALS FROM OVERSEAS

Having sounded this cautionary note and stressed the need for an initial study of the community and its means of communication, the next step will be to examine the publishing output of the country of origin. If the country is in the developed world, obtaining publishers' and booksellers' catalogues will probably be comparatively easy and selection of materials, given the necessary language skills, will be straightforward. In the case of developing countries, however, where the publishing industry is less likely to be developed and organised, where bibliographical records may be poor, outdated, or non-existent, obtaining information about publications may prove to be difficult and at times almost impossible. The establishment of a relationship with librarians and booksellers in the country of origin may provide the best means of achieving the necessary information. Certain publications giving details of the state of publishing, of bibliographical records,

and of library facilities in the country of origin will be helpful here.[1,2]

ALTERNATIVE SOURCES OF MATERIALS

I have spoken of the librarian's need firstly to identify the needs of his minority community, secondly to purchase publications being generated by that community, thirdly to purchase books from the countries of origin according to the needs identified within that community. There will be certain requirements of the community which cannot be met from these sources and a good example of this might be the case of a refugee community which was vigorously opposed to the regime in their country of origin and to the publications emanating from it, but which had not yet progressed to publishing its own materials for use within the community. Possible sources of supply of materials which would be acceptable in such a case might be other countries to which other groups of refugees had gone. There would therefore be the need to find out in which other countries refugees had established themselves and to make contact with librarians serving the communities of refugees there. An example of this might be the response to the recent refugees from Vietnam. There was considerable confusion in the early stages of providing suitable material because of the lack of identification of needs among the communities and because of lack of contact with any possible sources of acceptable materials. Some considerable exchange of information has now gone on between librarians in different countries providing services to refugees from Vietnam, and more responsive services are now the result.

BOOKS IN MINORITY LANGUAGES

The provision of materials in the language of origin of the minorities is one of the positive ways in which libraries can respond to their needs. Given that one is satisfied that there is reading ability in the language of the minority, and that the level of ability and type of interest have been established, the provision of suitable material in that language will still present some problems to librarians themselves, who may have no skills in that language. Almost certainly someone with language skills will have to be recruited who can help in the selection process, or some source of guide to publications in the host country's language must be sought, or some kind of co-operative purchasing and reviewing agency must be set up. As I have indicated earlier, the purchase of materials from overseas, or even the learning of what is available, may present very great difficulties. If the numbers

[1] Wertheimer, Leonard. Books in other languages: a guide to selection aids and suppliers. Canadian Library Association, 1979.
[2] Kitab; Kulturell Identitet Tryggad av Biblioteken: Nordisk Bibliotekshandbok om Innvanderere og Minoriteter. Kirjastopalvelu, 1983 (2 vols.).
[3] MacKee, M. A handbook of comparative librarianship. 3rd ed. Clive Bingley, 1983.

of libraries serving a particular minority within a country or region would seem to justify this, the setting up of a co-operative organisation to obtain samples of publications, to show or list these with notes in an accessible language, with possibly the addition of cataloguing facilities as well, should be seriously considered. A good example of one such agency is that called CILLA, established through the public library service of Wandsworth Borough Council in London, in co-operation with LASER (London and South Eastern Regional Library Bureau). This organisation buys materials in the five main south Asian (Indian) languages and invites other libraries to select and purchase through them and provides catalogue entries. The possibility of doing this on a larger scale has also been investigated by ROTNAC (Round Table of National Library Centres of IFLA) which is at present considering the possibilities of setting up a co-operative purchasing agency for the main minority languages of immigrants in Western Europe. Unfortunately, to do this on a truly international scale would probably be beyond the resources and means of most international organisations, because of the multiplicity of languages which would have to be covered. The most practical development of this kind is therefore likely to be on national or regional lines.

ALTERNATIVES TO BOOKS

There tends among librarians to be a concentration upon the written and printed word, but in providing a service for minority communitites the possibility of the need to provide alternative means of communication, entertainment or fulfillment through audio-visual materials should be considered. In many homes today, even in those of recent immigrants to countries, the television set is the primary medium of communication from the outside world. Television announcements and video tapes may therefore be an important means of providing information on social welfare, health and legal problems which may confront new minorities. Sound recordings may likewise provide easy access to information or entertainment, and films may provide access to the performing arts, literature and entertainment and a means of attracting minority audiences to, and familiarising them with, library premises. Unfortunately, discovering the source of audio-visual materials for provision in libraries can sometimes be more difficult than identifying the source of publications. Generally under less control than most publications, it may be necessary to send people to the countries of origin of minorities to buy up audio-visual materials on a co-operative basis, or alternatively to examine the stocks of other libraries providing a similar service.

CATALOGUING

The cataloguing and bibliographical control of materials in languages of minorities can often present very great problems to libraries. According to the size of

the collections held, some means of cataloguing and bibliographical control has to be devised and this calls for language skills, decisions on acceptable and standard forms of romanisation and transliteration, and whether there is a need to translate titles, or provide annotations about publications and audio-visual materials. Again, the most economic and efficient way of tackling this might be through national or regional co-operative organisations, such as national library centres, where they exist. Otherwise, a considerable amount of duplication of effort must take place.

RECRUITMENT OF MINORITIES

The Working Group thinks it of the utmost importance that members of the ethnic and linguistic minorities should be recruited to the profession of librarianship, or at the very least be seen to be working, in some capacity, in libraries. The presence in a library of a member of a minority group will in itself attract others from the group to the library, and will encourage them to feel that their interests are being looked after. Because of lower educational achievements among minorities, there are often difficulties in the way of recruiting their members into the profession. Because of this, some form of positive discrimination may have to be practised and posts of "library adviser" be created for this purpose. It is essential that if this is done, the reasons for doing it are fully explained to other library staff to avoid any possible chance of hostility. Encouragement to qualify as professional librarians should then be extended to the library advisers so employed.

RETRAINING EXISTING STAFF

Another important aspect of library provision to ethnic and linguistic minorities is the need to retrain existing library staff in their attitudes towards minorities. Without being aware of it, and without meaning to, people can sometimes display prejudice or regard minorities as stereotypes rather than individuals. It is essential that staffs be made aware of this and encouraged to examine their attitudes, as this can be crucial in whether service to minorities is or is not successful. Another point which must be made to existing staff is that, although some special services may be provided for minorities, they also make up part of the wider community and need the support and interest of the entire library personnel.

TRAINING IN LIBRARY SCHOOLS

The Working Group would like to stress the importance of providing in library schools, as part of the normal curriculum, teaching about library services to ethnic and

linguistic minorities. In many cases, very little, or nothing all, is taught on this subject, or it is provided as an optional subject which can be taken at will. The Working Group considers that in multicultural societies (and very few exist today which are not) teaching about services to ethnic and linguistic minorities should be an essential and obligatory part of any librarian's training.

PUBLISHING FOR MINORITIES

Another area in which librarians may legitimately interest themselves is that of publishing. So often it is found that very little material is in print in the host country which is relevant to the minorities, even in the way of descriptive or background material about their countries of origin. This can sometimes mean that a member of a minority group can go into a public library or bookshop and find scarcely one book on the shelves about his or her country. In addition to this, it is important that where there are large ethnic minorities, the host population learns about their cultural background, to enable them to understand different ways of life. The provision of such materials in libraries and by publishers is one of the ways in which prejudice, often felt against newcomers to a country, can be broken down.

An important area of publishing for ethnic and linguistic minorities is that of books for children and young people. In some countries children's picture books have been published with a number of alternative language texts, sometimes published in parallel in the same book, sometimes published as separate books for each language.[1] It is also important that children's books be written and published which reflect the multicultural aspect of society, particularly where differences of physical appearance may make it obvious if no children from the minorities are shown in the pictures. It is particularly necessary in children's literature that children should be able to recognise themselves and their culture and identify with the characters in books. Books about the cultural and national heroes of minorities and their people's achievements should therefore be published and available.

A third aspect of publishing is that of making available texts of the minorities' literature, in translation, so that they can be used as text-books in schools both by the second generation of minorities (who may have less language skills in their parents' language) and by indigenous children, and also read by interested members of the adult population. Allied to this is the need to provide publishing facilities and some financial subsidy for writers within the minority communities, so that appropriate texts and literature are available which reflect the way of life of the communities themselves. Librarians have a role to play in providing liaison between publishers and the minority communities, and of reassuring them of the market possibilities of such literature.

[1] Two books have recently been published by NBLC, the Dutch Centre for Public Libraries and Literature, about a character called Moumouk by Selçuk Demirel (Dutch, Turkish, Arabic, Spanish, Italian, Papiamento, Yugoslavian, Greek, Portuguese, Vietnamese).

ACHIEVEMENTS OF THE WORKING GROUP

I should like to deal now with some of the achievements of the Working Group in the course of its three years' work. Perhaps the most important of these is the establishment of contacts between people working in this field in different parts of the world. Initially the Working Group's mailing list had only twenty names on it. We now have over ninety names and are continuing to receive further letters from librarians working with minorities. The information provided through these contacts has proved invaluable, with news of new services, new initiatives and new publications. We have received advice, encouragement and examples of newsletters and information sheets from a number of organisations as well as more substantial publications. Only one slight note of regret which might be sounded is disappointment with the lack of response from socialist countries, with the exception of the German Democratic Republic and Hungary, and with a similar lack of response from Asian, South East Asian and Pacific correspondents. The Working Group would like to make it known that it would very much appreciate more contacts from these parts of the world.

The Working Group sent out a questionnaire to test opinion on where the projected clearing-house for documentation should be sited. The main essentials for a clearing-house in the Working Group view was that it should be centred on an appropriate institution which had contacts with library services for minorities and also facilities for printing, clerical support and sufficient storage space. One suggestion received had been to locate the clearing-house in Australia, though there seemed some doubt in the minds of some European correspondents as to whether this was a practical location which would serve all interested librarians equally. The response to the questionnaire, although not large (40 replies from a total of over 200 questionnaires sent out), showed a positive interest in the possibility of setting up a clearing-house and also a keen interest in receiving information on what was going on in this field of librarianship, although the question of the location of the clearing-house was not resolved. A majority of the respondents wished to have a separate publication for this interest rather than have information published in the IFLA Journal.

LIAISON WITH ROTNAC

Contact has been made between the Working Group and ROTNAC (Round Table on National Library Centres) and a conference was held in The Hague in April of this year at which the two questions of setting up a clearing-house and the provision of a co-operative purchasing and cataloguing project for minority languages was discussed. The Working Group was pleased that these discussions revealed a

positive attitude towards the setting up of a clearing-house and welcomed the report which suggested the necessity of obtaining funding from an international body to launch the project. The Working Group considers, however, that an initial research project should be carried out to determine the amount of materials likely to be collected by such a clearing-house so that a closer estimation of its likely cost can be made.

IFLA MEETINGS

The Working Group carried out successful working meetings at the IFLA conferences at Leipzig and Montréal. At Leipzig the number participating was not large, but there was a great response from the participants to the papers, and some recruitment of interested contacts was carried out. In Montréal, a most successful meeting attended by 140 people heard the distinguished Canadian pioneer Leonard Wertheimer speak and listened to a report on the second year's work of the Working Group by Marie Zielinska. Unfortunately, discussion of the papers had to be cut short for lack of time, but people attending the meeting were able to see a display of publications about library services for minorities.

NEWSLETTER

In February 1983 the Working Group published its first issue of a Newsletter in an original edition of 200, later reprinted. This first issue contained the papers given at the Montréal meeting, news and information about publications, organisations and library services, and finished with a short bibliographical record of relevant publications. Many congratulations were received over this first issue, which encouraged the Working Group to proceed with a second.

ACHIEVEMENTS BY OTHER ORGANISATIONS

Mention should also be made of achievements by librarians working in this field in individual countries or organisations. The Nordic countries have published an invaluable handbook entitled Kitab, to enable response to a wide variety of countries of origin, mentioned elsewhere in this report. In Australia, in the state of Victoria, the first ever set of Standards for multi-cultural public library service has been published, which will serve as an example to the rest of the world. In Britain, the Library Association's National Committee on Regional Library Co-operation's Working Party on Materials for Ethnic Minority Groups has made its final report and its special Community Services Sub-Committee has re-issued its policy statement on Library services in a culturally diverse society. These are but a few of the very valuable achievements being made throughout the world.

FUTURE PROJECTS

Having spoken of some of the achievements of the Working Group, I should now like to review some of the future projects of the new Round Table which has been set up for this purpose. We believe it is important that the Round Table has been set up by the Division of Libraries Serving the General Public, as not only public libraries, but many other kinds of libraries, especially those in schools and universities, need to give attention to providing materials for ethnic minorities. Although most of the interest in this form of librarianship has come from public library services so far, it is hoped that some of the techniques involved, some of the experience gained and some of the change of attitude brought about, may be shared with other librarians.

One of the main objectives for the future remains in the setting up of a clearing-house for publications on library services to ethnic, linguistic and cultural minorities. There is undoubtedly a need for this, so that information about publications can be published and librarians can have somewhere to obtain copies of publications when they require them. The research possibilities of such a clearing-house are also of high importance. The Working Group will continue to work with ROTNAC on this project and is suggesting that a research survey of the likely extent of the literature be carried out before an approach to a funding agency is made. In the event of a clearing-house not being financially possible, the Working Group sees as a second option the possibility of including a far wider range of bibliographical and news information in its Newsletter. For the time being, it is intended to continue to publish the Newsletter in its present format until such time as other developments may make this unnecessary.

The Working Group also considered it important to carry out on a world-wide scale an investigation of the coverage by library abstracting and indexing services of library services to ethnic and linguistic minorities, as has been done for Australia by Radha Rasmussen. The Working Group would also like to publish international Standards in the practice of library services for ethnic and linguistic minorities and in this respect would hope to include some of the very valuable general remarks and considerations from the Swedish and Australian Standards already published. The Working Group also sees the need for a manual of library practice which could be of use in the training and re-training of librarians, and would hope to influence and encourage library schools to include substantial areas of training on librarianship to minorities in their curricula. The carrying out of regional surveys of library services to minorities and their recording in directories or handbooks is also considered a worthwhile project, as at present very little is known and much

could be learned from the extent of these services. Lastly, but most importantly, some response must be found to the perennial problem of librarians working in this field concerning the difficulties of acquisition of materials. Further work with ROTNAC on suggested forms of co-operative purchasing agencies, either on a national or regional basis, will be pursued, as will the publication of reviewing journals which will list materials selected for libraries in minority languages which would provide annotations and catalogue entries, as is being done by the NBLC in the Netherlands for Arabic and Turkish materials, and by CILLA in Britain for Asian materials.

The Working Group welcomes the opportunity given to it to continue work on these projects beyond its original three-year mandate by the opportunity of becoming a Round Table of IFLA. It extends once again its grateful thanks to the Section of Public Libraries, the Division of Libraries Serving the General Public and to the Professional Board and staff of IFLA for their support during the last three years and for their continued indications of support in the future.

Michael Foster
Commonwealth Institute
Member, Working Group on Library Services to Ethnic & Linguistic Minorities, IFLA

IFLA GENERAL CONFERENCE MUNICH 1983

Division:

Section:

CHIL-5

106-SCHO-3-E

AVM-4

New enviroment of learning through school library media centers in the Federal Republic of Germany

by

Andreas Papendieck

Professor at the Fachhochschule für Bibliothekswesen Stuttgart

Chairman of the Kommission des Deutschen Bibliotheksinstituts Berlin für Schulbibliotheken

For internal use only:
to be brought to meeting no:
151
Remarks: S:
to be presented orally ☒
for distribution only ☐

It is no easy job, to describe schoollibrarianship of the Federal Republic of Germany in the short space of time being avaible this morning.
Multifarious and rich of different aspects it makes a bewildered, complex impression even on initiated persons, how much more on an alien, who isn't familiar with the german public administration.
Reason for the just mentioned multiplicity is the fact, that not the republic government (Bund) or the states (Bundesländer) but as a rule the individual municipalities are responsible for the schoollibraries - without any legislative procision.
Indeed the municipalities are competent, but they are in no way bound by law to establish schoollibraries with laid down norms and standarts of schoollibrarianship.
So we have to deal with a sphere which lives in a high degree on the initiative, wealth of ideas and enterprise (qualification of pushing through the development of schoollibrarianship): librarians, chief-librarians, directors of service-centres in rural areas, teachers, headmasters and administration officers.
These conditions includes chances, but on the other hand they include a lot of inponderables.
That is why I first want to try to give to you a short survey of the different types of schoollibrarianship which are to be found in the Federal Republic of Germany.
Roughly we distinguish above all between two types of schoollibrarianship:
1. Models cooperating in various forms with Public libraries
2. Models working quite independently on their own.
Among types of schoollibraries summarized in model 1 we find all sorts of potential cooperation with Public libraries. There are libraries, in which the schoollibrary is an integrated part of the Public Library and at the same time there are libraries which are almost independent and which only occasionally lay claim to services and assistance from outside. But as a rule the school library and the Public library look at each other as partners.
In general the combined school- and Public library is situated in the school building.
In the morning it's avaible to the school, in the afternooon to public users.
If there is a direct library entrance to the public visitors this type of school library is generally acepted.
But often realizations have to be tolerated in which the library is hidden in the school building and is hardy to be found by visitors from outside. That reduces the effect on the general public considerably.

- 2

Today many Public libraries have to ask themselves if it was the right way to establish contacts with schools under these conditions.
The arrangement of rooms and zones are managed in very different ways. For the using and administration of AV-media after all you cannot find a common model. But I must admit, that the cooperation of school and Public library has created a new type of library.
Many of these combined libraries are vastly larger and better equipped than earlier founded libraries. A media stock up to 35 000 volumes and up to 12 000 qm floorspace was in particiular for branch libraries in surburban districts an absolute novelty. This type of library exists today not only as a branch library within a city-system but also as a Public library of a little town.
It's not easy to strike the balance of the effect concerning this new type of library running more than 10 years. The difficulties are based on the fact, that the whole library work, beginning at the conception of the locality going on to the stock and the using are founded on a compromise. This compromise can be handled in a good way or in a bad way. The judgement of the persons involved often depends on the degree, in which their own interests are realized.
That's why some schools may ask themselves today if some libraries are not too big, because schoollibraries need a high degree of intimacy and overlook, after the big schoolcentres, to which the libraries belong, often have given a feeling of forlorness to their pupils.
Vice versa the librarian staff often lay stress on the fact, that the anticipations concerning the new pedagogical conceptions of the school not always were fullfilled.
The inclination to teach in a traditional way often predominated until today and the teachers often made no use of the possibilities of the new libraries.
Vice versa too the librarians couldn't fullfill always the anticipations concerning their educational qualifications.
The new didactic functions, approaching too quickly to the librarians, met them in general unprepared. Pedagogical questions and thinking were largely unknown to them. In particiular they had difficulties by preparing informations, facts and aknowledgements stocked in their libraries for the using in the edicational process. Using the AV-media they also had difficulties.

- 3

Dieses ist eine U-Bix Kopie — This is a U-Bix Copy — Ceci est une Copie U-Bix

To develop a connection between content and structure of the media and the didactics to succeed in the aspired learning objectivs made troubles at the beginning and is difficult even today.

That's the cause for the little importance of AV-media in the combined libraries. In schools often a "Medienwart" (media-assistant) is responsible for these media, who - independent from the library - takes care of stock and using of AV-media.

Looking back certainly you have to say that many librarians have made efforts to realize the double function. In this case this type of library has stimulated some impulses, which have enriched the public libraries also.

For example the librarians have learned to

1. adapt them to the needs of a special target group
2. reconsider library services in regard of pedagogical needs
3. collect systimatically new materials they haven't taken in consideration before
4. develop catalogue-services to handle these new materials.

Today you can find the described typ of combined school/public library all over the Federal Republic of Germany, especially in the states and regions Nordrhein-Westfalen, Nordbaden, Nordwürttemberg and in particiular in the big cities of Berlin, Bremen, Frankfurt, Stuttgart, Mannheim, Hannover and Hamburg.

At the same time in many towns and communities there are school libraries, which are only used by schools. In some casies the local Public library is in charge for the stock and the staff because the school library is tied up in the local library-system. Therefor these libraries belong to the mentioned Model 1.

In all other cases the schools are responsible by themselves. They are belonging to Model 2.Often these school-owned libraries have more didactic possibilities, because the stock of AV-media are closer combined with the bookstock, having the same cataloguing-system, which makes it possile to use both books and AV-media - equally in the instruction fields.

Which special preconditions concerning rooms and buildings we are considering necessary to manage successfull library-work in the Federal Republic of Germany?

1. It appeared that outward appearance of library rooms is of great importance. Library rooms can stimulate learning manners in not small degree. Therefor it seems us very important to pay attention to the atmosphere a room emits. The atmosphere depends on the floor plan, the refraction of light, the colours, the seating accommodation, the shelf-arrangement a.s.o.

- 4

Dieses ist eine U-Bix Kopie — This is a U-Bix Copy — Ceci est une Copie U-Bix

2. School libraries only can play an important part in learning processes, when they are equipped for various types of instruction like groupwork, class-instruction and various types of learning like individual learning and learning in groups. For the same reason school libraries have to offer room sections for various activities.
3. Library rooms should reflect what's going on inside. Pupils have to have the opportunity to exhibit, what they have gained by work, because school libraries are standing at the borderline of preserving and preparing for tomorrow. They are the suitable places to represent the fruits of the instruction work.
4. In these rooms not only the media but also the hard-ware must be available for all users, to make all informations available too. Besides AV-hardware we have to take in consideration also the instruments, which make it possible to prepare own productions.

If you ask me, if these preconditions concerning rooms and buildings are existing in our country I can answer "yes" with safe conscience - but I have to add, that you can meet these preconditions only sporadically.

To which pedagogical aims the school libraries of the Federal Republic of Germany are feeling bounded today? Please let me mention four points:

1. School libraries are - like all over the world - in our country places which show many points of view to one purpose in plenty materials. In the library the pupil get to know different opinions and he learns to differentiate, to distinguish and to value. In this way his judgement is trained and developed.

2. School libraries are also places, in which educational processes are carried out. These processes are multi-layered and difficult to control. They always take place when a multitude of impressions, experiences and aknowledgements grows stronger to an integral whole and is digested in reflexions. For this process the school library is at the same time source of material and workshop. It holds ready materials in different qualities and in different types of intermediary, such as printed materials, visuell materials, auditive materials or AV-materials. In school libraries the pupil looks for stimulations, which he himself completes, reconsiders and improves. He tackles with subject-matters by being informed in a most manifold way.

3. We have already point out, that only a few libraries in the Federal Republic of Germany offer the necessary preconditions in work with pupils in the outlined way. Not at least the media-didactic conceptions are missed. There is a lack of integration of AV-media and bookstock. Certainly in libraries where all these questions are answered satisfied, superior results are realized. These results show that the quality of learning can be raised many times better by qualified using of the existing facilities.

Dieses ist eine U-BIX Kopie — This is a U-BIX Copy — Ceci est une Copie U-BIX

4. School libraries are places, where a multitude of instruction methods can be tested. Not only the variety of materials is decisive for the process of instruction and learning, but also the method of learning. The lecture of a teacher, the group-discussion and group-work of pupils, working with books and working with instruments which all has to coordinate isn't hardly possible in a classroom. The school library surely offers better facilities and surely instruction work is done with more experiences, excitement and motivation.

5. The school library has to be also a place for free and easy communication. Surely it isn't easy to find architectural solutions, which do full justice to the demand for discipline and free and easy manifestations of life. Conflicts often are not avoidable. Some libraries therefor have not only created different room-sections but have also planned different rooms, to do justice to communication as well as to the learning process. In some libraries there are gambling tables, other have nice reading stairs and homelike listening places. In some libraries I know they are showing regularly impressing exhibitions, in others author readings take place. Even performances and movie shows are taking place in school libraries.

But what does the total balance looks like? We can declare that in the Federal Republic of Germany there are existing many examples which have an international standart and doesn't need to shrink from a comparison. Certainly these examples for schoollibrarianship are irregulary allocated in the Federal Republic of Germany. In fact these libraries are a really alternative to the methods of instruction used in classrooms.

The problem I have seen in Denmark, where the providing with material and the methodical variety in classrooms is already so outstanding, that the schoollibraries at all events have the function of supplemention we haven't in our country.

Besides we can declare that in most of the schoollibraries the work with printed books take the priority. You meet the coordinated work with AV-media here and there.

Frequently you find a side by side of books and media. You didn't find models of schoollibrarianship in which the school library is responsible also for the EDV-hardware or the language laboratories. There are at all events a slack connection of the appropriate rooms.

The inclination to use language laboratories or other bigger technical equipments in the instruction field has decreased very much in german schools. Following an international trend, some years ago there were more optimistical judgements.

Dieses ist eine u-bix Kopie — This is a u-bix Copy — Ceci est une Copie u-bix

But surely it isn't the ~~hahaxx~~ worst experience if someone appreciates after some wrong ways that you couldn't disclaim working with printed books and that the deepness of experience reading a print medium cannot replaced by another medium easily.

Dieses ist eine U-Bix Kopie — This is a U-Bix Copy — Ceci est une Copie U-Bix